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ABSTRACT

This text presents a framework and strategies for ensuring that students with disabilities have access to the general education curriculum. Chapter 1 discusses standards-based reform and the links between standards and curriculum. The three domains of knowledge for ensuring access are also introduced: content knowledge, learning processes, and instructional design and adaptation. Chapter 2 examines what the general education curriculum really is and how it influences what happens day to day in a classroom. Chapter 3 discusses recent research on human learning and the implementation of this research for designing effective instruction. In Chapter 4, assessment strategies are discussed to help teachers know when a student is succeeding in the general curriculum as well as how to monitor progress. The following chapter provides strategies for developing an Individualized Education Program that provides access to the general education curriculum and discusses accommodations and modifications that might be necessary for students with learning problems. The last chapter discusses the contexts that must be created to support access and illustrates how teachers apply these principles and strategies in classrooms in four distinctly different school districts. An appendix provides a list of additional resources for teachers and administrators. (Contains 64 references.) (CR)

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